



Barley Fields
Primary School

Progression Ladder

Music

Early Years
Manisha the Musician
Being Expressive and Imaginative

- ✓ I join in with singing activities.
- ✓ I can perform action songs and rhymes.
- ✓ I enjoy making music with instruments.
- ✓ I can clap to a beat.
- ✓ I can talk about sounds.
- ✓ I can talk about music that I like.

Key Stage 1
Manisha the Musician

- ✓ I enjoy singing different songs and rhymes.
- ✓ I enjoy making music with a range of instruments.
- ✓ I can clap the beat and recognise a simple rhythm.
- ✓ I can talk about the sounds I hear.
- ✓ I can create simple music pieces.
- ✓ I can talk about music styles and composers that I like.

Key Stage 2
Manisha the Musician

- ✓ I enjoy singing and like to perform for others.
- ✓ I enjoy composing music using tuned and untuned percussion.
- ✓ I can talk about music and identify beat, rhythm, volume, pitch and tempo.
- ✓ I can follow simple musical notation to play music on instruments.
- ✓ I can talk about music styles and composers.

Listening and Appraising

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge / Skills Progression	<ul style="list-style-type: none"> • I listen carefully to a variety of music styles • I know that music can touch your feelings. • I enjoy moving to music by dancing and marching, 	<ul style="list-style-type: none"> • I listen carefully to a variety of music styles. • I know 5 songs off by heart. • I know what songs are about. • I can recognise the sound and name of some instruments used in a song 	<ul style="list-style-type: none"> • I know five songs off by heart. • I know some songs have a chorus or a response/answer part. • I know that songs have a musical style. • I can learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • I can learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> • I know five songs from memory and who sang them or wrote them. • I can talk about the style of the five songs , lyrics: musical dimensions (texture, dynamics, tempo, rhythm and pitch) • I can identify the main sections of a song (introduction, verse, chorus etc.) • I can name some of the instruments heard in the song • I can talk about what the words of a song mean. • I can take it in turn to discuss how a song makes me feel. • I listen carefully and respectfully to other people's thoughts about music. 	<ul style="list-style-type: none"> • I know five songs from memory and who sang them or wrote them. • I can describe the style and lyrics of a familiar song • I can describe the musical dimensions featured in familiar songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • I can identify the main sections of a familiar song (introduction, verse, chorus etc). • I can name some of the instruments heard in a song. • I can talk about music and how it makes me feel. • I can listen carefully and respectfully to other people's 	<ul style="list-style-type: none"> • I can identify and move to the pulse when listening to a range of music with ease. • I can think about the message of songs. To • I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences • I listen carefully and respectfully to other people's thoughts about the music. • I can talk about the musical dimensions working together in the songs I learn • I can talk about music and how it makes me feel. 	<ul style="list-style-type: none"> • I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • I can listen carefully and respectfully to other people's thoughts about the music. • I can use musical words when talking about songs. • I can talk about the musical dimensions working together in songs. • I can talk about the music and how it makes you feel, using musical language to describe.

					thoughts about the music. <ul style="list-style-type: none"> When describing music I use musical vocabulary 		
Vocabulary Progression	Listen, song, music, sound, noise, instruments.	Listen, appraise, review, song, music style, recognise, instruments. ***add appraisal key words for this year group	Listen, appraise, review, song / musical style, verse, chorus, call and response, recognise, instruments. ***add appraisal key words for this year group	Listen, appraise, review, song / music style, song structure, intro/introduction, verse, chorus, lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), recognise, instruments, respect for other people's opinions, Appreciation. ***add appraisal key words for this year group	Listen, appraise, review, song / music style, song structure, intro / introduction, verse, chorus, lyrics, backing vocals, musical dimensions (texture, dynamics, tempo, rhythm and pitch), recognise, instruments, respect for other people's opinions, appreciation, civil rights, racism, equality, 'musical vocabulary.' ***add appraisal key words for this year group	Listen, appraise, review, song / music style, message that a song conveys, song structure, intro / introduction, verse, chorus, melody, harmony, lyrics, backing vocals, musical dimensions (and how they work together - texture, dynamics, tempo, rhythm and pitch), compare, similarities / differences, emotions (as a result of listening to a piece of music), recognise, instruments, respect for other people's opinions, appreciation. ***add appraisal key words for this year group	Listen, appraise, review, song / music style, message that a song conveys, song structure, intro / introduction, verse, chorus, melody, harmony, lyrics, backing vocals, musical dimensions (and how they work together - texture, dynamics, tempo, rhythm and pitch), compare, similarities / differences, emotions (as a result of listening to a piece of music) and use musical language to describe these feelings, recognise, instruments, respect for other people's opinions, appreciation, civil rights, gender equality, unison, harmony. ***add appraisal key words for this year group

Musical Activities

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and Create (GAMES)	<ul style="list-style-type: none"> I can move with the pulse of the music. <p>I know that the words of songs can tell stories and paint pictures</p>	<ul style="list-style-type: none"> I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, favourite 	<ul style="list-style-type: none"> I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, 	<ul style="list-style-type: none"> I know how to find and demonstrate the pulse. I know the difference between pulse and rhythm. 	<ul style="list-style-type: none"> I can talk about how pulse, rhythm and pitch work together I can find the pulse – the heartbeat of the music 	<ul style="list-style-type: none"> I can talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how 	<ul style="list-style-type: none"> I can talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work

	<ul style="list-style-type: none"> I can identify and keep the pulse in music I can copy simple rhythm patterns in words and short phrases 	<p>food, colours and animals</p> <ul style="list-style-type: none"> I can choose an animal and find the pulse I can copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. I can create rhythms for others to copy I can use my voice to copy back using 'la', whilst marching to the steady beat I can listen and sing back some different vocal warm-ups. I can use my voice to copy back using 'la'. 	<p>favourite food, colours and animals.</p> <ul style="list-style-type: none"> I know that rhythms are different from the steady pulse. I can add high and low sounds, pitch, when we sing and play our instruments. I can choose an animal and find the pulse. I can copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. I can create rhythms for others to copy. I can use my voice to copy back using 'la', whilst marching the steady beat. I can use my voice to copy back using 'la'. 	<ul style="list-style-type: none"> I understand how pulse, rhythm and pitch work together to create a song. I know that every piece of music has a pulse/steady beat. 	<ul style="list-style-type: none"> I can describe Rhythm: the long and short patterns over the pulse I know the difference between pulse and rhythm ● I know that pitch is the high and low sounds that create melodies 	<p>they connect in a song</p> <ul style="list-style-type: none"> I can keep the internal pulse I begin to show Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>together to create a song or music</p> <ul style="list-style-type: none"> I can keep the internal pulse I can demonstrate Musical Leadership: creating musical ideas for the group to copy or respond to
Vocabulary Progression	Beat, pulse, rhythm, syllables, copy, clap, tap	Steady pulse, heartbeat, rhythm, clap, rhythmic phrase, one / two syllables, copy.	Steady pulse, heartbeat, rhythm/s, high / low pitch, create.	Pulse / steady beat, rhythm, pitch – high / low, create.	Pulse / heartbeat, rhythm, pitch – high / low, long / short patterns, melody/ies. compose, create, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose.	Pulse/ internal pulse, rhythm, pitch – high / low, tempo, dynamics, texture, structure, dynamics, connect, musical leadership, musical ideas, copy, respond.	Internal pulse, rhythm, pitch – high and low, tempo, dynamics, texture, structure, create, musical leadership, copy, respond.
Playing instruments	<ul style="list-style-type: none"> I can identify the pitch of sounds high and low 	<ul style="list-style-type: none"> I know the names of the notes in their instrumental part from memory or when written down. I know the names of the instruments I am playing. I know to treat instruments 	<ul style="list-style-type: none"> I know the names of the notes in their instrumental part from memory or when written down. I know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> I know different ways of writing music down – e.g. staff notation, symbols I can read and follow notation I can talk about the instruments learnt in class 	<ul style="list-style-type: none"> I know different ways of writing music down – e.g. staff notation, symbols I can read and follow notation I can talk about the instruments learnt in class 	<ul style="list-style-type: none"> I know different ways of writing music down – e.g. staff notation, symbols I can read and follow notation using the notes C, D, E, F, G, A, B + C on the treble stave 	<ul style="list-style-type: none"> I know different ways of writing music down – e.g. staff notation, symbols I can read and follow notation using the notes C, D, E, F, G, A, B + C on the treble stave

		<p>carefully and with respect.</p> <ul style="list-style-type: none"> I can play a tuned instrumental part with the song they perform. I can learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). I can listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> I treat instruments carefully and with respect. I can play a tuned instrumental part that matches the musical challenge, using one of the differentiated parts (a one-note, simple or medium part). I can play the part in time with the steady pulse. I listen to and follow musical instructions from a leader. 	<p>(glockenspiel and recorder)</p> <ul style="list-style-type: none"> I can begin to play the glockenspiel and recorder with the correct technique. I can treat instruments carefully and with respect. I am beginning to play a tuned instrument – one-note, simple/medium part or a melody of a song) using notation. ● I can rehearse and perform short pieces I can listen to and follow musical instructions from a leader. 	<p>(glockenspiel and recorder)</p> <ul style="list-style-type: none"> can begin to play the glockenspiel and recorder with the correct technique. I treat instruments carefully and with respect. I can play a tuned instrument using several-notes, simple/medium part or a melody of a song) I am beginning to read and follow notation. I can rehearse and perform short pieces I can listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> I can begin to play the ukulele with the correct technique. I can select and learn an instrumental piece that matches their musical ability simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their parts within the context of a musical piece I can listen to and follow musical instructions from a leader and take part in a rehearsal session. 	
Vocabulary Progression	Instrument names, high, low, play, perform, practise, listen, tap, song	Listen, musical instruction, notes, instrumental parts, instrument names *** tuned instrument, perform, musical challenge.	Note names, instrumental part, perform, untuned percussion instruments*** , tuned instrumental part, musical challenge, play in time, steady pulse, musical instructions.	Staff notation / symbols, tuned instruments, glockenspiel (tuned), recorder (tuned), technique, one note, simple / medium part, melody / song, rehearse, short piece, musical instructions.	Staff notation, symbols, tuned instruments, glockenspiel (tuned), recorder (tuned), technique, several notes, simple / medium part, melody / song, rehearse, short piece, musical instructions, solo, group / ensemble.	Staff notation, symbols, notes C, D, E, F, G, A, B + C, treble stave, tuned instruments, ukulele (tuned), technique, instrumental piece, simple / medium part, melody / song, memory / notation, rehearse, perform, musical piece, musical instructions, solo, group / ensemble, rehearsal session.	Staff notation, symbols, notes C, D, E, F, G, A, B + C, treble stave, tuned instruments, ***any instruments in particular in Year 6?? technique, instrumental piece, simple / medium part, melody / song, memory / notation, rehearse, perform, musical piece, musical instructions, solo, group / ensemble, rehearsal session, unison.

<p>Improvisation</p>	<ul style="list-style-type: none"> I make high and low sounds using my voice 	<ul style="list-style-type: none"> I know that improvisation is about making up your own tunes on the spot. I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I know that everyone can improvise! I can listen and clap back, then listen and clap my own answer (rhythms of words). I can use my voice and instruments, listen and sing back, then listen and play my own answer using one or two notes. I can improvise using one or two notes. 	<ul style="list-style-type: none"> I know that improvisation is making up your own tunes on the spot. I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I know that everyone can improvise, and you can use one or two notes I can clap and Improvise – Listen and clap back, then listen and clap my own answer (rhythms of words). I can Sing, Play and Improvise – Use my voice and instrument, listen and sing back. I can Improvise using one or two notes. 	<ul style="list-style-type: none"> I can talk about improvisation: I know that improvisation is making up your own tunes on the spot I know that using one or two notes confidently is better than using five I understand that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> I know that improvisation is making up your own tunes on the spot I know that if you improvise using the notes you are given, you cannot make a mistake I can begin to understand that you can use some of the riffs you have heard in your improvisations 	<ul style="list-style-type: none"> I can improvise using instruments in the context of a song to be performed. I can create my own tunes using improvisation I understand that you can use some the riffs heard in improvisations I can talk about some well-known improvising musicians 	<ul style="list-style-type: none"> I can improvise using instruments in the context of a song to be performed. I can create my own tunes using improvisation I understand that you can use some the riffs heard in improvisations I can talk about some well-known improvising musicians
<p>Vocabulary Progression</p>	<p>Copy, audience, imagination, high, low, sound, noise, play, listen</p>	<p>Improvisation, create, rhythm, copy, tune, audience, imagination.</p>	<p>Improvisation, tune, audience, imagination, notes.</p>	<p>Improvisation, tune, audience, imagination, notes, mistakes.</p>	<p>Improvisation, tune, audience, imagination, notes, mistakes, riff, melody.</p>	<p>Improvisation, tune, audience, imagination, notes, mistakes, riff, hook, melody, improvising musicians.</p>	<p>Improvisation, tune, audience, imagination, notes, mistakes, riff, hook, melody, improvising musicians.</p>
<p>Composition</p>	<ul style="list-style-type: none"> I can begin to create simple 2-note patterns to accompany songs. 	<ul style="list-style-type: none"> I know that composing is like writing a story with music. I know that everyone can compose 	<ul style="list-style-type: none"> I know that composing is like writing a story with music. I know that everyone can compose. 	<ul style="list-style-type: none"> I can talk about how a musical composition can be kept in some way and can be played or performed again 	<ul style="list-style-type: none"> I can help create at least one simple melody using three to five different notes. I can plan, create and talk about a 	<ul style="list-style-type: none"> I can create simple melodies using up to five different notes and simple rhythms that work musically 	<ul style="list-style-type: none"> I can create simple melodies using up to five different notes and simple rhythms that work musically

		<ul style="list-style-type: none"> I can help to create a simple melody using one, two or three notes. I can learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> I can help to create three simple melodies with the Units using one, three or five different notes. I am learning that the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> I explore different ways of recording compositions (letter names, symbols, audio, graphic/pictorial notation). I can create at least one simple melody using one, three or five different notes. I can plan and create a section of music that can be performed within the context of a song. I can talk about how it was created. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. 	<p>section of music that can be performed</p> <ul style="list-style-type: none"> I can listen to and reflect upon my developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record my compositions in a way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> I can explain the keynote or home note and the structure of a melody. I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects I can record the composition recognising the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> I can explain the keynote or home note and the structure of a melody. I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects I can record the composition recognising the connection between sound and symbol (e.g. notation).
Vocabulary Progression	Beat, tap, sound, loud, quiet, fast, slow, high, low	Compose, create, simple melody - 1 / 2 notes.	Compose, create, simple melody - up to 5 notes.	Compose, create, recording – letter names / symbols / audio / graphic / pictorial notation, simple melody – 1, 3 or 5 different notes, plan, section, context, reflect, musical decisions about pulse, rhythm, pitch, dynamics, tempo.	Compose, create, simple melody – using 3 or 5 notes, plan, section, context, reflect, musical decisions about pulse, rhythm, pitch, dynamics, tempo, record, connection between sound and symbol – graphic / pictorial notation.	Compose, create, simple melody – using up to 5 notes, plan, simple rhythms, keynote / home note / structure of melody, reflect, developing composition, musical decisions about how the melody connects, record, connection between sound and symbol – graphic / pictorial notation.	Compose, create, simple melody – using up to 5 notes, plan, simple rhythms, keynote / home note / structure of melody, reflect, developing composition, musical decisions about how the melody connects, record, connection between sound and symbol – notation.

Singing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge / Skills Progression	<ul style="list-style-type: none"> I can sing along with a pre-recorded song and add actions. I know twenty nursery rhymes off by heart. I know the stories of some nursery rhymes. 	<ul style="list-style-type: none"> I can sing or rap nursery rhymes and simple songs from memory. I know that songs have sections I can sing along with a pre-recorded song and add actions. I can sing along with a backing track. 	<ul style="list-style-type: none"> I confidently know and can sing five songs from memory. I know that unison is everyone singing at the same time. I know that songs include other ways of using the voice e.g. rapping (spoken word). I know why we need to warm up our voices. I am learning about voices singing notes of different pitches (high and low). I can make different types of sounds with my voice – you can rap (spoken word with rhythm). I have comfortable singing position. I know to start and stop singing when following a leader. 	<ul style="list-style-type: none"> I know that singing in a group can be called a choir I know that a Leader or conductor is a person who the choir or group follow I know that songs can make you feel different things e.g. happy, energetic or sad I enjoy singing as part of an ensemble or large group I know why you must warm up your voice 	<ul style="list-style-type: none"> I can sing in unison and in simple two-parts. I can demonstrate a good singing posture. I can follow a leader when singing. I enjoy exploring singing solo. I am beginning to sing with awareness of being 'in tune'. I can re-join the song if I get lost. I can listen to the group when singing. 	<ul style="list-style-type: none"> I can sing in unison and can sing backing vocals. I enjoy exploring singing solo and can listen to the group when singing. I demonstrate a good singing posture. I experience rapping and solo singing. I sing with a developing awareness of being 'in tune'. 	<ul style="list-style-type: none"> I can sing in unison and can sing backing vocals. I can demonstrate a good singing posture. I can follow a leader when singing. I experience rapping and solo singing. I listen to others and I am aware of how I fit into the group. To sing with an awareness of being 'in tune'.
Vocabulary Progression	Sing, singers, performers, audience, voice, sound, high, low, loud, quiet, fast, slow, actions, Nursery rhyme	Sing, singers, rap, simple song, memory, song sections, sing along, actions, backing track, perform, audience.	Sing, singers, memory, voice, pitch – high and low, unison, warm up, perform, audience.	Sing, singers, choir / group, leader, conductor, follow, feelings, ensemble, large group, warm up, perform, audience.	Sing, singers, choir / group, unison, simple two-parts, good singing posture, choir / group, solo, leader, in tune, re-join, warm up, perform, singers, audience.	Sing, singers, choir / group, unison, backing vocals, simple two-parts, good singing posture, choir / group, solo, leader, in tune, re-join, warm up, perform, singers, audience, rapping, in tune.	Sing, singers, choir / group – awareness of how fit into a group, unison, backing vocals, simple two-parts, good singing posture, choir / group, solo, leader, in tune, re-join, warm up, perform, singers, audience, rapping, in tune.

Performing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge / Skills Progression	<ul style="list-style-type: none"> I know that a performance is sharing music and singing I can perform nursery rhymes and action songs to others - adding actions or dance. I can perform nursery rhymes and familiar songs adding a simple instrumental part. 	<ul style="list-style-type: none"> I know that a performance is sharing music with other people, called an audience. I can choose a song I have learnt from the Scheme and perform it. I can add my ideas to the performance. I can talk about my performance and how it has made me feel. 	<ul style="list-style-type: none"> I know that a performance is sharing music with an audience. I know that a performance can be a special occasion and involve a class, a year group or a whole school. I know that an audience can include my parents and friends. I can choose a song that I have learnt from the Scheme and perform it. I can add my ideas to the performance. I can talk about my performance and how it has made me feel. 	<ul style="list-style-type: none"> I understand that performing is sharing music with other people, an audience I understand that I need to know everything that will be performed I know I must sing or rap the words clearly and play with confidence I know a performance can be a special occasion and involves an audience I can record a performance and say how I am feeling, if I was pleased with what I did and if I would change anything and why. 	<ul style="list-style-type: none"> I can begin to choose what to perform I can participate in a musical performance designed to capture the audience's attention . I can communicate the meaning of the words and clearly articulate them. I can begin to talk about the best place to be when performing and how to stand or sit. I can review a recording of a performance and say how I was feeling, what <i>was</i> pleased with and what I would change and why 	<ul style="list-style-type: none"> I can choose what to perform and understand the programme of events. I can communicate the meaning of the words and clearly articulate them when performing. I can record the performance and compare it to a previous performance. I can discuss and talk musically about a performance – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> I can choose what to perform and create a programme. I can communicate the meaning of the words and clearly articulate them. I can record a performance and compare it to a previous performance. I can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Vocabulary Progression	Perform, audience, listen, watch, song, celebrate, actions, instruments, singing	Perform, performance, audience, special occasion, song, learn and perform, add ideas, record, evaluate.	Perform, performance, audience, special occasion, song, learn and perform, add ideas, record, evaluate.	Perform, performance, audience, special occasion, song, learn and perform, add ideas, record, evaluate, change, improve, justify.	Perform, performance, participate, communicate, articulate, position, audience, special occasion, song, learn and perform, add ideas, record, evaluate, review, change, improve, justify	Perform, performance, participate, communicate, articulate, position, audience, special occasion, song, learn and perform, add ideas, record, compare, evaluate, review, change, improve, justify, discuss / talk musically about performance.	Perform, performance, participate, communicate, articulate, position, audience, special occasion, song, learn and perform, add ideas, record, compare, evaluate, review, change, improve, justify, discuss / talk musically about performance.